

Inspire, Challenge, Enrich – 2023

Dance - Curriculum maps

Dance at Park Vale aims to inspire students to perform, create, appreciate and critically evaluate dance to the highest standards. We are committed to ensuring that all students are in a safe, secure and happy environment where they are able to stretch their imaginations, grow in confidence and learn new skills. Dance at Park Vale enables performers to work collaboratively, problem solve, make mistakes and work together to develop resilience and determination to succeed. We believe in excellence and inclusion at all levels, recognising that students thrive in an environment of supportive and challenging high standards.

Year 9	Autumn HT 1	Autumn HT 2	Spring HT 1	Spring HT 2	Summer HT 1 and HT 2
Topic and/or Key Question	Introduction to GCSE Dance - Safety / Injury prevention - Technique - Nutrition - Actions/Space/Dynamic content	Developing Performing Skills - Physical skills - Technical skills - Safety skills - Expressive skills - Relationships in dance	Developing Performing Skills - Expressive Skills - Choreography Skills	Performance - Performing for an audience - Methods of Feedback - Understanding aural setting	Choreography Skills - Choreographic devices - Structuring devices - Relationships in dance
Key Knowledge/Skills Main knowledge/skills (subject specific and generic) that will be developed and how	Dancers will: Know – What happens to dancers bodies during warm up and cool down Understand – The importance of safety; in the dance space and for the dancer Be able to – Perform technique sequences safely with developing movement standards and technique How – 2 practical lessons per week with theoretical elements embedded throughout. Technique phrases. Studio practice development.	Dancers will: Know – The definitions for physical skills. How to safely perform sequences of contemporary movement Understand – How to develop and improve performing skills over time Be able to – Perform sequences of contemporary movement in front of the class How – 2 practical lessons per week with theoretical elements embedded throughout. Technique phrases. Studio practice. Performance piece development.	Dancers will: Know – The definitions for expressive skills and how to develop expressive skills for performance Understand – The components of choreography Be able to – Prepare a dance for performance that contains performing and choreography skills How – 2 practical lessons per week with theoretical elements embedded throughout. Technique phrases. Studio practice. Performance piece development.	Dancers will: Know – The value of preparing for and performing to a live audience in a dance show Understand – Methods of feedback to improve performance prior to a dance show Be able to – Receive and give feedback to improve performing skills. Perform safely for a live audience How – 2 practical lessons per week with theoretical elements embedded throughout. Feedback lessons. Participation in a dance show.	Dancers will: Know – The choreographic process of creating a dance from a stimulus Understand – How to integrate choreographic devices into a devised piece to make it interesting Be able to – Choreograph and develop interesting and original dance phrases linked to a stimulus How – 2 practical lessons per week with theoretical elements embedded throughout. Creation of a solo or group choreography in response to a stimulus.
Key Vocabulary (School Improvement Priority)	➤ Posture ➤ Hazards ➤ Content ➤ Mobility ➤ Lactic Acid ➤ Dynamics ➤ Commitment	➤ Timing ➤ Emphasis ➤ Conscious ➤ Musicality ➤ Phrasing ➤ Projection ➤ Execution	➤ Mirroring ➤ Feedback ➤ Repetition ➤ Counterpoint ➤ Accumulation ➤ Canon/unison ➤ Hydration	➤ Contrasting ➤ Manipulation ➤ Choreography ➤ Motif ➤ Alignment ➤ Complementary	➤ Stimulus ➤ Device ➤ Variety ➤ Musicality ➤ Climax ➤ Retrograde ➤ Fragmentation ➤ Performance environment
Extended Writing	N/A	N/A	N/A	Feedback Responding to feedback Creating feedback for others	Creative Writing Creating a choreographic intention for a piece
Reading					
Assessment [Summative & Formative] How knowledge and skills will be assessed formally and informally. How feedback will be given	Practical - Performance analysis Theory - Safety test	Practical - Performance analysis Theory - Physical skills test	Practical - Performance analysis Theory - Expressive skills test	Practical - Show performance analysis Theory - Aural setting test	Practical - Choreography assessment. Theory - Choreography skills test

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Year 10	Autumn HT 1	Autumn HT 2	Spring HT 1	Spring HT 2	Summer HT 1	Summer HT 2
Topic and/or Key Question - Anthology 1 – Within Her Eyes - Set Phrase: Breathe	Component 1 - Performance Component 3 - Section C - Anthology 1 – Within Her Eyes - Set Phrase: Breathe	Component 1 - Performance Component 3 - Section C - Set Phrase: Breathe - Anthology 3 - A Linha Curva	Component 1 - Performance Component 3 - Section C - Set Phrase: Shift - Anthology 2 - Shadows	Component 1 - Performance Component 3 - Section C - Set Phrases: Breathe & Shift - Anthology 4 – Emancipation (EofE)	Component 1 - Performance Component 3 - Section C - Duet creation - Anthology 6 – Artificial Things	Component 1 - Performance Component 3 - Section C - Duet creation - Anthology 5 - Infra
Key Knowledge/Skills Main skills (subject specific and generic) that will be developed and how	Dancers will: Know – How section C of the written paper is composed into 1, 6 and 12 mark questions equating to 32 marks Understand – How to successfully answer and structure 6 mark anthology question answer. Be able to – Describe and explain the features of production, performance environments choreographic intent and content for Within Her Eyes How – 1 theory lesson per week on WHE. 1 practical lesson on ‘Breathe’.	Dancers will: Know – How to apply safety, expressive, physical and mental skills to a contemporary solo; ‘Breathe’. Understand – The importance of ‘feedback’ to review and improve performance. How to successfully answer and structure 12 mark anthology question answer Be able to – Describe and explain the features of production, performance environments choreographic intent and content for ‘A Linha Curva’. How – 1 theory lesson per week on ‘ALC’. 1 practical lesson on ‘Shift’.	Dancers will: Know – How to apply safety, expressive, physical and mental skills to a contemporary solo; ‘Shift’. Understand – The importance of ‘feedback’ to review and improve performance. How to successfully answer and structure 6 mark anthology question answer Be able to – Perform a technically accurate solo; ‘Breathe’. Describe and explain the features of production, performance environments choreographic intent and content for ‘Shadows’. How – 1 theory lesson per week on Shadows. 1 practical lesson on ‘Breathe’.	Dancers will: Know – How to apply safety, expressive, physical and mental skills to both contemporary solos; ‘Breathe’ and ‘Shift’. Understand – The structure of section C of the written paper and how to successfully answer and structure 6 and 12 mark anthology questions. The importance of ‘feedback’ to review and improve performance Be able to – Describe and explain the features of production, performance environments choreographic intent and content for ‘E of E’. How – 1 theory lesson per week on ‘EofE’ 1 practical lesson on ‘Breathe’ and ‘Shift’.	Dancers will: Know – How to apply safety, expressive, physical and mental skills to a contemporary duet. Understand – A choreographic intention for a duet. Be able to – Perform the duets choreographic intent accurately with style. Describe and explain the features of production, performance environments choreographic intent and content for ‘Artificial Things’. How – 1 theory lesson per week on ‘Artificial Things’. 1 practical lesson on the duet.	Dancers will: Know – How to apply safety, expressive, physical and mental skills to a contemporary duet. Understand – The importance of ‘mental skills’ in driving performance standards in dance Be able to – Demonstrate continued ‘mental skills’ to drive performance standards in the duet. Describe and explain the features of production, performance environments choreographic intent and content for ‘Infra’. How – 1 theory lesson per week on ‘Infra’. 1 practical lesson on the duet.
Key Vocabulary (School Improvement Priority)	➤ Site sensitive ➤ Intense ➤ Dependency ➤ Intimate ➤ Celestial ➤ Ethereal ➤ Proximity ➤ Interpretation ➤ Focus ➤ Staccato	➤ Culture ➤ Carnival ➤ Samba ➤ Capoeira ➤ Percossa ➤ Ensemble	➤ End stage ➤ Anxious ➤ Politics ➤ Deprivation ➤ Neo-classical ➤ Arvo Parte – Fratres ➤ Frenetic	➤ Proscenium arch ➤ Urban ➤ Empowerment ➤ Express ➤ Emancipation ➤ Krumping ➤ Waaking	➤ Proscenium arch ➤ Atmosphere ➤ Collaborative ➤ Isolated ➤ Ambient ➤ Vitrine ➤ Tableau	➤ Sombre ➤ Monochrome ➤ Melody ➤ Pedestrian ➤ Counterpoint ➤ Proscenium Arch
Extended Writing	Anthology 6 mark question - WHE	Anthology 12 mark question - ALC	Anthology 6 mark question - Shadows	Anthology 6 and 12 mark question – EofE	Anthology 6 and 12 mark question – Artificial Things	Anthology 6 and 12 mark question – Infra
Reading	Anthology Analysis	Anthology Analysis	Anthology Analysis	Anthology Analysis	Anthology Analysis	Anthology Analysis
Assessment [Summative & Formative] How knowledge and skills will be assessed formally and informally. How feedback will be given	Practical - ‘Breathe’ assessment Theory - Within Her Eyes Test	Practical - ‘Breathe’ assessment Theory - ‘ALC’ test	Practical - ‘Shift’ assessment Theory - ‘Shadows’ test	Practical - ‘Breathe’ and ‘Shift’ assessment Theory - ‘E of E’ test	Practical - ‘Duet’ assessment Theory - ‘Artificial Things’ test	Practical - Performance assessment - ‘Duet’ assessment Theory - Year 10 mock - Performing skills test

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Catch up – Y10

Year 11	Autumn HT 1	Autumn HT 2	Spring HT 1	Spring HT 2	Summer HT 1	Summer HT 2
Topic and/or Key Question	Component 1 - Performance Component 2 – Choreography Component 3 – Section C - Choreography creation - Written exam preparation - C3 – Artificial Things	Component 2 – Choreography Component 3 – Section A / B - Choreography creation - ‘Breathe’ and ‘Shift’ exam - Written exam preparation	Component 1 - Performance Component 2 – Choreography - Duet rehearsal and exam - Choreography creation and improvement	Component 2 – Choreography Component 3 – Section C - Anthology refresher - Choreography Exam	Component 3 - Exam technique preparation	N/A
Key Knowledge/Skills Main skills (subject specific and generic) that will be developed and how	Dancers will: Know – How to apply safety, expressive, physical and mental skills to a contemporary duet. Understand – A choreographic intention for a duet. Be able to – Perform the duets choreographic intent accurately with style. Describe and explain the features of production, performance environments choreographic intent and content for ‘Artificial Things’. How –1 theory lesson per week on ‘Artificial Things’. 1 practical lesson on the duet/breathe/shift	Dancers will: Know – The structure of section A / B of the written exam Understand – Strategies to develop a choreographic intent from a stimulus Be able to – Develop a piece of choreography from a stimulus with a robust choreographic intent. Select a style, performance environment structure and aural setting to compliment the choreographic intent How – Identify a ‘choreographic process’. Attend choreography P6 after school. Warm ups to include systematic rehearsal of ‘Breathe’ and ‘Shift’.	Dancers will: Know – The grading criteria for choreography Understand – Strategies to develop action, space (relationships) from a choreographic intent Be able to – Apply choreographic devices to choreography. Apply feedback methods to choreography and duet How – 2 lessons per week on choreography. Warm ups to include systematic rehearsal of the duet	Dancers will: Know – Rehearsal strategies to embed choreography Understand – The importance of mental skills (commitment/ confidence/ concentration) to overcome and barriers Be able to – Perform choreography for a camera and an audience How – First 3 weeks: Choreography – 2 lessons per week. Second 3 weeks: Anthology refresher	Dancers will: Know – How to systematically approach each section of the paper Understand – Strategies for success on the written paper Be able to – Approach the written paper with confidence for all three section. How –All theory lessons. Revision at home. Attendance at P6	N/A
Key Vocabulary (School Improvement Priority)	➤ Proscenium arch ➤ Atmosphere ➤ Collaborative ➤ Isolated ➤ Ambient ➤ Vitrine ➤ Tableau	➤ Binary ➤ Ternary ➤ Transitions ➤ Unity ➤ Form ➤ Logical sequence ➤ Rondo ➤ Episodic ➤ Narrative	➤ Contact ➤ Complimentary ➤ Contrast ➤ Mirroring ➤ Manipulation ➤ Counterpoint ➤ Accumulation ➤ Sensitivity to other dancers ➤ Climax ➤ Highlights ➤ Repetition ➤ Variation ➤ Fragmentation ➤ Retrograde	All choreography and performance vocabulary	All anthology, choreography and performance key vocabulary	N/A
Extended Writing	Anthology 6 and 12 mark question – Artificial Things	‘Section B’ practice	6 and 12 mark question – H.W WHE, Shadows and ALC	6 and 12 mark question – H.W Infra, EofE and Artificial Things	6 and 12 mark questions	N/A
Reading	Anthology Analysis	Anthology Analysis	Anthology Analysis	Anthology Analysis	Anthology Analysis	
Assessment [Summative & Formative] How knowledge and skills will be assessed formally and informally. How feedback will be given	Practical - Breathe and Shift feedback - Duet feedback Theory - Artificial Things Test	Practical - Breathe and Shift mock exam - Breathe and Shift FINAL exam Theory - Section A and B test	Practical - Choreography peer assessment - Choreography - video feedback	Practical - Choreography FINAL exam - Duet FINAL exam Theory - Y11 Mock	Theory - Walking talking mock - 6 and 12 mark questions	N/A

Y11 - 2024

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Year 11	Autumn HT 1	Autumn HT 2	Spring HT 1	Spring HT 2	Summer HT 1	Summer HT 2
Topic and/or Key Question	Component 1 - Performance Component 2 – Choreography Component 3 – Section A - Choreography creation - Written exam preparation	Component 2 – Choreography Component 3 – Section B - Choreography creation - ‘Breathe’ and ‘Shift’ exam - Written exam preparation	Component 1 - Performance Component 2 – Choreography - Duet rehearsal and exam - Choreography creation and improvement	Component 2 – Choreography Component 2 - Anthology refresher - Choreography Exam	Component 2 - Exam technique preparation	N/A
Key Knowledge/Skills Main skills (subject specific and generic) that will be developed and how	Dancers will: Know – The structure of section A of the written exam. The importance of rehearsal (systematic repetition) with feedback Understand – How to develop choreography from a stimulus. Understand safe practice in greater depth. Be able to – Identify and define meanings of performance skills. Describe exercises to improve performing skills How –	Dancers will: Know – The structure of section B of the written exam Understand – Strategies to develop a choreographic intent from a stimulus Be able to – Develop a piece of choreography from a stimulus with a robust choreographic intent. Select a style, performance environment structure and aural setting to compliment the choreographic intent How – Identify a ‘choreographic process’. Attend choreography P6 after school. Warm ups to include systematic rehearsal of ‘Breathe’ and ‘Shift’.	Dancers will: Know – The grading criteria for choreography Understand – Strategies to develop action, space (relationships) from a choreographic intent Be able to – Apply choreographic devices to choreography. Apply feedback methods to choreography and duet How – 2 lessons per week on choreography. Warm ups to include systematic rehearsal of the duet	Dancers will: Know – Rehearsal strategies to embed choreography Understand – The importance of mental skills (commitment/ confidence/ concentration) to overcome and barriers Be able to – Perform choreography for a camera and an audience How – First 3 weeks: Choreography – 2 lessons per week. Second 3 weeks: Anthology refresher	Dancers will: Know – How to systematically approach each section of the paper Understand – Strategies for success on the written paper Be able to – Approach the written paper with confidence for all three section. How – 2 theory lessons per week. Revision at home. Attendance at P6	N/A
Key Vocabulary (School Improvement Priority)	➤ Motif ➤ Formations ➤ Canon ➤ Unison ➤ Choreographic process ➤ Choreographic intent ➤ Aural setting	➤ Binary ➤ Ternary ➤ Transitions ➤ Unity ➤ Form ➤ Logical sequence ➤ Rondo ➤ Episodic ➤ Narrative	➤ Contact ➤ Complimentary ➤ Contrast ➤ Mirroring ➤ Manipulation ➤ Counterpoint ➤ Accumulation ➤ Sensitivity to other dancers ➤ Climax ➤ Highlights ➤ Repetition ➤ Variation ➤ Fragmentation ➤ Retrograde	All choreography and performance vocabulary	All anthology, choreography and performance key vocabulary	N/A
Extended Writing	‘Section A’ practice	‘Section B’ practice	6 and 12 mark question – H.W WHE, Shadows and ALC	6 and 12 mark question – H.W Infra, EofE and Artificial Things	6 and 12 mark questions	N/A
Reading	N/A	6 mark answers	Anthology Analysis	Anthology Analysis	6 and 12 mark answers	
Assessment [Summative & Formative] How knowledge and skills will be assessed formally and informally. How feedback will be given	Practical - Breathe and Shift mock exam Theory - Section A test	Practical - Breathe and Shift FINAL exam Theory - Section B test - Y11 Mock 1	Practical - Duet FINAL exam - Choreography peer assessment - Choreography - video feedback	Practical - Choreography FINAL exam Theory - Y11 Mock 2	Theory - Walking talking mock - 6 and 12 mark questions	N/A